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Hildebrand, ein alter Vasall Dietrichs, war darüber so zornig, dass er sein Schwert zog und Kriemhild tötete.

So hatte das Fest mit Leid geendet.

## SEVENTH GRADE.

(FRANCIS W. PARKER SCHOOL.)

HENRY T. MORTENSEN.

### REVIEW FOR JANUARY.

*History.*—The children have studied the people of the Middle Ages in their occupations, habits of life, and obvious modes of thinking. As an essential feature of those times, they have studied the monastic system, the life and occupations of the monks, and the feudal castle. Each one, imagining himself a character living in those times, has written autobiographical sketches embodying his ideas of the conditions of life during that age. One child, for example, imagined himself an archer, another a knight. Photographs and stereopticon pictures of the castles and monasteries have helped to give definite imagery.

*Literature.*—The poem of "Lochinvar" is being read. As there were not enough copies of the poem for each pupil to have one, the children, acting upon their own suggestion, printed copies for themselves. This work has been almost completed, and for a first attempt at "composing" and press-work has been quite successful.

*Geography.*—As the history brought into prominence the historic places of the United Kingdom, its geography was chosen as the subject of the month. *Longman's Atlas*, wall maps, and Mills's *International Geography* were used in the preparation of the lessons. The children first determined the location of the islands with reference to the United States, and formed their judgments of what the climate should be. They then considered the influence of the ocean currents upon their climate. They also found what the rainfall of the islands is.

After a study of the general topography, the political divisions were taken into account. Scotland appeared to the children to be made up of three natural divisions—the highlands in the north, the middle lowland region, and the southern uplands. An endeavor was made to have the children picture the surface and appearance of the different sections into which they had divided the country, and to form opinions of what the occupations of the people would be. The conclusions of the children were then corrected or confirmed by the teacher and by reference to the *International Geography*. The children expressed, by means of maps on blackboard and on paper, their ideas of the surface of Scotland.

At present the children are beginning the study of England and Wales, and later they will take up Ireland; they will use the same means of preparation, and in addition *Europe and Other Continents*, Tarr and McMurry's third book. They first considered the relative amounts of highland and lowland in the country, using the scale of colors representing different altitudes, as shown in the atlas. They have observed the direction of the principal rivers and their tributaries, and have thus obtained a knowledge of the slopes of the land and the direction of the mountain chains. They will study the rainfall and climate of the countries by means of the rainfall and isothermal maps in the atlas and in their text-books. They will obtain a knowledge of the natural resources of the islands from their text-books, and will then be ready to study the occupations of the people and to compare them with those of the people of the Middle Ages.

*Science.*—In considering the life and works of the monks, the children will learn of their book-making and printing. They will read of the tanning of leather for use in the binding of books. To see how tanning is done at present, the class visited a tannery. The following is one of the papers telling of their trip:

#### OUR VISIT TO A TANNERY.

We visited Huck & Son's tannery on Division street and Elston avenue.

When a skin is taken to a tannery it is put into a vat of lime. It is left in the vat for seven days. It is then taken out and the fur scraped off. The skin is put into the lime to loosen the fur. It is then put into another vat to get the lime out of it, for if the lime was left in the skin it would eat the skin up. The skin is then put into a machine which takes the flesh off the skin. After this it is put into a vat, where it is tanned. It is then put into a press to get the water out. After it has been tanned it is put into a machine which splits the skin, or, as the man said, "makes two out of one." By this time the skin has become pretty stiff, so it is put in a large barrel which revolves. Some oil is put in with it, so that when the barrel revolves the oil soaks into the skin and makes it soft. There is still a little flesh on the leather, so it is put into another machine to take this flesh off. After this it is tanned again. After the leather has been tanned the second time it is ready to be dyed. The dye is usually black. The skin is spread out on a large table which slopes slightly toward the middle, and the dye is poured on the leather. Some water is then thrown over it. It is then scraped out smooth and the water taken off. After this the skin is hung up to dry. It is then taken to a place where it is marked.—*Lawrence Smith.*

On their return from the tannery the children were anxious to attempt the tanning of a hide themselves. They decided to get a hide which had been "unhaired" and "fleshed" and made ready to be put into the tannin.

The tannin is made as follows: Dilute a quantity of strong "palmetto extract" (obtainable at a tannery) with water, until it reaches 25 degrees' barkometer strength, then add common salt (in a saturated solution) until the liquor reaches 40 degrees' strength. Each child prepared a pint and a half of this solution in a Mason jar, and, after mixing the liquid thoroughly, put

a portion of the hide to soak in it. In some of the experiments the solution is to be allowed to remain undisturbed until the tannin has struck through; in others the jar is to be shaken at intervals of one day until the skin is tanned; the results in all cases being observed and recorded.

*Number.*—As the subject-matter of the grade has not required number which made sufficient demands upon the abilities of the children, the number work has been for the most part separate from their other work. The work on the weather records in science requires ability to handle percentage problems. To meet this, drill in such problems has been given.

*Applied arts.*—The work in bookbinding has been begun. As has been stated before, the work to be done is the binding of magazines and reading lessons for the school. The school has received gifts of old magazines. Where consecutive numbers have been received, it is planned to bind them in volumes, each containing six numbers; but where numbers are not consecutive, the children have taken out those articles which they consider valuable. These they will classify and bind in their respective classifications. It was suggested by the children that they bring books from home to rebind, as practice work, before beginning the binding of the magazines.

*Manual training.*—The manual-training work of the grade has been the making of sewing benches for the bookbinding. (For a diagram and description of the sewing bench see Mr. Carley's outline on manual training in this number.)

## EIGHTH GRADE.

KATHARINE M. STILWELL.

### REVIEW FOR JANUARY.

THE outline of work for December and January, as it appeared in December, was not begun until January, because the hand-work for Christmas required much time in December. A few changes were made in details, but the work in general has been carried on as planned.

The proposed isthmian canal proved to be the most interesting of the current events of the month, and perhaps a review of the work done on this topic will prove to be of interest. We took up the subject from the standpoint of an American citizen, beginning with the question as to whether we have any need of a canal. The attempt to answer this question led to an investigation of the trade relations existing between the different sections of our country and between the United States and the rest of the world. The study of our exports and imports—the kind of articles exported and imported, and their value—caused the pupils to read on the South American countries